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DEVELOPMENT IN ENGLISH AT HORTON WATKINS HIGH SCHOOL, ST. LOUIS, MISSOURI.

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INNOVATION ENGLISH AT HORTON WATKINS HIGH SCHOOL, ST. LOUIS, MISSOURI, IS A MODIFIED FLEXIBLE SCHEDULING PROGRAM DESIGNED TO ENCOURAGE HIGH SCHOOL STUDENTS BOTH TO WORK INDEPENDENTLY AND TO SHARE THEIR REACTIONS AND IDEAS WITH OTHERS. EACH OF THE APPROXIMATELY 400 STUDENTS PARTICIPATING IN THE PROGRAM ATTENDS ONE LARGE GROUP INSTRUCTIONAL SESSION (FREQUENTLY TAUGHT BY A TEAM), TWO SEMINAR DISCUSSIONS WITH A TEACHER AND 10 OTHER STUDENTS, AND TWO INDEPENDENT STUDY PERIODS EACH WEEK. DURING THE LATTER PERIODS, HE MAY STUDY INDEPENDENTLY, USE THE LIBRARY, VIEW A FILM STRIP, CONFER WITH A TEACHER TO WORK OUT AN INDIVIDUALIZED PLAN OF STUDY, OR TAKE AN EXAMINATION. PROGRESS IS FACILITATED BY THE USE OF STUDENT "WORK PACKAGES" WHICH EXPLAIN A UNIT'S PURPOSE AND PROVIDE AN OUTLINE AND EXPLANATION OF ACTIVITIES TO BE COMPLETED BY THE STUDENT. FREEDOM IS GIVEN TO TEACHERS TO CREATE AND STRUCTURE THEIR OWN COURSES, AND TO STUDENTS TO PURSUE THEIR INDEPENDENT STUDY, RESEARCH, AND CREATIVE PROJECTS. IN ADDITION TO TRADITIONAL COURSES, THE CURRICULUM INCLUDES (1) AN AMERICAN STUDIES COURSE WHICH EXAMINES THE RELATIONSHIPS AMONG LITERATURE, HISTORY, SOCIOLOGY, AND LITERARY CRITICISM, (2) A CREATIVE WRITING COURSE, AND (3) A POETRY COURSE IN WHICH POETIC TECHNIQUES AND DEVICES ARE STUDIED. AN ADDITIONAL PROGRAM OUTSIDE INNOVATION ENGLISH IS A TENTH-GRADE INDIVIDUALIZED READING PROJECT, THE LADUE EXPERIMENTAL ENGLISH PROGRAM. INCLUDED IS A SMAPLE WORK PACKAGE ON "MACBETH." (DL)

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HORTON WATKINS HIGH SCHOOL

St. Louis, Missouri

School District of the City of Ladue

an /I/D/E/A/ demonstration school

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The English program at Horton Watkins High School reflects an educational philosophy that centers around the interests and abilities of the individual student. The English program is the result of a desire to encourage students both to work independently and to share their reactions and ideas with others. Involving each student in literature and encouraging students to undertake depth learning experiences--this is what the English program at Horton Watkins is working to achieve.

To implement these goals beyond the opportunities provided in the regular school program, an independent study, modified flexible scheduling program--Innovation--was begun at Horton Watkins High School in September, 1967. Approximately 400 of the school's total enrollment of 1500 students are now participating in the program. In each English course offered in the Innovation program, students are scheduled for large group instruction one period a week, for seminar discussions twice a week, and for independent study periods twice a week.*

The Innovation English school year is divided into quarters. Three or four different English courses are offered each quarter. By ungrading the Innovation English program and by offering many different

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*This same type of schedule, which is built on a six-period-a-day basis, applies also to all social science, math, science, and foreign language courses offered in the Innovation program.

courses, sophomore, junior, and senior students are able to choose the areas of study that are most interesting to them. In the course of the school year, eight-week courses are offered in English composition, poetry, drama, novel, grammar review, American studies, short story, non-fiction, mythology, developmental reading, and creative writing. There are only two English requirements: Innovation students must successfully complete a course in English composition and either pass a grammar proficiency test or complete the grammar review course.

During independent study periods, English students are encouraged to make use of the different learning experiences available to them. An English student may decide during independent study, for example, to study individually or in a group, to use the library, to view a film strip, to confer with his teacher, or to take an examination.

English teachers have found the student-teacher conference an invaluable aid in successfully working with and evaluating students. In the Innovation program, a student is required to have at least one conference every three weeks with each of his teachers. During conferences, the student and his English teacher can work out an individualized plan of study, adapting the work package outline to the student's needs, discuss course material, and share ideas and opinions.

Continuous progress in English, as in all Innovation courses, is facilitated by the use of "work packages" that have been developed by Innovation teachers for each course offered in the program. Each

of the 13 English courses offered in Innovation is divided into units for which work packages are provided to give direction to the student's study. In addition to explaining the unit's purpose to students, work packages spell out for students the unit's goals in behavioral terms. Although the packages have a suggested time limit, each student is free to progress at his own rate and is encouraged to assume responsibility for his own learning. A sample English work package is included with this article.

The heart of the work package is the outline and explanation of activities to be completed by the student as he works through the package. Activities include attending large group instructions and seminar discussions, completing required and optional readings, writing essays, viewing film strips, or using other audio-visual materials. Students interested in particular areas frequently may, after conferring with their teacher, concentrate their efforts on a particular depth study while the other students continue with the regularly scheduled course material.

English students receive letter grades that are based on their participation in seminars, the quality of their written work, and oral evaluations made by the teachers during student-teacher conferences. When written testing is done in Innovation English, however, students must schedule their own tests at the testing room. A full-time teacher aide, who administers all written tests for Innovation classes, operates the testing room.

Students in the Innovation English program are finding that the program demands that they make choices, not only about use of their independent study time, but also about the content of their course work. Innovation students choose the English course they will take each quarter and, in most English courses, each seminar decides which works to study from alternatives suggested by the teacher.

Teachers are free to present various types of large-group instructions. For example, film strips or slide presentations may be used to supplement or to replace the lecture. During several large group instructions, Innovation modern drama students viewed clippings from plays they were studying as interpreted by drama students in the regular school program. A multi-media slide presentation on "Faulkner and the South" by a professor at Webster College was given during large group instruction for students in the novel course.

This same opportunity for variety and flexibility extends to English seminars, which average 10 students each. Although in seminars students usually discuss, analyze, and criticize the works they are studying, seminars can be adapted to the interests and needs of a particular group of students. When, for example, a poetry seminar demonstrated an interest in the work of a poet from an area college, the poet was invited to read some of his work to the seminar.

Of great importance to the teachers who created the Innovation English program was that students have the opportunity to work individually, to work personally, on projects that were meaningful to

them. English students are encouraged to pursue depth and quest studies that demonstrate creativity and to have this depth work express personal reactions to a piece of literature. After studying Catcher in the Rye, for example, one student chose to write an open letter to Holden Caulfield.

Students are also encouraged to combine art forms in their depth studies and to become involved in a piece of literature in ways other than writing. One student designed a stage setting for Samuel Becket's play, "Waiting for Godot." Another student planned and took photographs depicting what the novel Catcher in the Rye had meant to her. One student wrote a series of haiku poems and another student painted illustrations to accompany them.

In preparing the English curriculum, the Innovation English team added new perspectives to traditional material. The American studies course delves into the relationships between literature, history, sociology, art, and literary criticism. In the creative writing course, students experience the competitive aspect of the literary world by attempting to "sell" their writing to student-staffed publications. The poetry course, which examines poetic techniques and devices rather than the works of particular poets, is intended to give students insight into the nature of poetry and to stimulate student writing.

In Innovation, the four-member English team cooperatively planned the English curriculum. Individual team members prepared the work packages for particular courses although all the Innovation

English teachers are responsible for seminars in courses other than those which they wrote. In this way, the Innovation English team functions as a closely-knit unit.

English teachers, in both Innovation and the regular school program, work closely with the school's reading teacher to improve students' reading skills. Both individual students and some entire English classes work regularly in the reading laboratory to develop reading speed and comprehension and vocabulary.

An experimental English program outside Innovation at the tenth grade level also began at Horton Watkins in September, 1967. The Ladue Experimental English Program--LEEP--is an attempt to encourage students to read extensively in areas that interest them. Although Horton Watkins has maintained an extensive reading program for seven years to assist and to improve slow, average, and above-average readers, LEEP is the high school's first attempt to include outside reading in a student reading program.

LEEP allows students to spend two of their five weekly English classes reading books from the LEEP collection. Although no formal book reports are required, English teachers will evaluate each student's reading through discussions and conferences. The LEEP reading room, located in the school's student lounge, is operated by a full-time teacher-aide.

A vocabulary development program VOCAB 10, developed by Horton Watkins English teacher Gene Stanford, is used in many of the

English classes. Although the VOCAB program was intended primarily for the tenth grade, it has been used successfully with all ability groups at the sophomore, junior, and senior grade levels. The text format, which includes practice both in recognition and in using a word in different contexts, is adaptable for use in classroom situations or in individualized instruction program.

Visits to Horton Watkins can be arranged or additional information on the English program obtained by contacting

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Drama II: Shakespearean Tragedy

Package Title: Imagery - Macbeth B (two weeks)

I. Purpose:

This package is designed to aid you in studying imagery and symbolism in Macbeth.

II. Goals:

A. To define imagery and symbolism, mood and atmosphere.
B. To interpret selected images and symbols in Macbeth.
C. To explain how imagery and symbolism contribute to the mood and atmosphere in Macbeth.
D. To write an essay supporting a thesis that you formulate as a result of your study of imagery and symbolism in Macbeth.

III. Student Activities and Procedures:

A. Completely read the play Macbeth.
B. Consult Thrall and Hibbard's A Handbook to Literature or a dictionary of literary terms, and then, in your own words, write a definition of these terms: image, symbol, mood, atmosphere. Each definition may be one or more statements. Turn in a copy of your definitions to you advisor.
C. Attend a large-group meeting and take notes on a discussion of imagery and symbolism in drama.
D. Participate in four seminars and take notes on the following topics and/or questions for discussion.

1. Light and darkness seem to appear frequently in Macbeth. Surely such repetition must be purposeful! Therefore, discuss each of the following quotations and compare your interpretations. Be sure to refer to the context of the quotation. After you have discussed the quotations, formulate a generalization that could be supported by your discussion.

(a) "...signs of nobleness, like stars, shall shine
On all deservers." I,iv,41.
(b) "Stars, hide your fires;
Let not light see my dark and deep desires." I,iv,50.
(c) "Come, thick night,
And pall theee in the dunnest smoke of hell," I,v,46.
(d) "There's husbandry in heaven,
Their candles are all out," II,i,4.
(e) Would you say that vision and blindness relate to light and darkness? Try these lines:
-- "The sleeping and the dead are as pictures;
'Tis the eye of childhood that fears a painted devil."
II,11,53.
-- "Approach the chamber and destroy your sight with a new Gorgon." II,iii,76.
(f) Note that daylight is appearing in II, ii and iii. What will the daylight reveal?
(g) "dark night strangles the traveling lamp" II,iv,7.
(h) "darkness does the face of the earth entomb,
when living light should kiss it." II,iv,9.
(i) "Come, seeling night,
Scarf up the tender eye of pitiful day." III,iii,46.
(j) "How now, you secret, black, and midnight hags!" IV,i,48.
(k) "Thy crown doth sear mine eye-balls." IVi,113.

Drama II: Shakespearean Tragedy

Introduction:

Many people believe that no writer, no artist, has so skillfully portrayed man as has William Shakespeare. As you pursue your reading and study of his tragedies, try to decide if you agree or disagree with this belief. The action of the plays, the portrayal of human life, the unique use of language will be, I think, a most exciting, challenging, and rewarding study.

Your seminar groups will choose the packages that you will study. There are, generally speaking, three plans from which you may choose. Everyone must choose, however, to study one of the first packages: "Introduction to Shakespearean Tragedy (Use of Visuals)"; "Introduction to Shakespearean Tragedy (Use of Reading Materials)." Also, everyone must take the final package, "Man and His Tragedy." By the way, you should obtain a copy of the final package at the beginning of the course.

Now, for your study during the period between the first week and the final week, your seminar group may choose one of three plans. One plan is to give emphasis in two-week units to structure and plot, characterization, imagery and symbolism, and theme. Your seminar group should choose no fewer than two of the packages. It is hoped that you will choose three packages. Too, you may work with just one play: yet, I believe you will find it more rewarding to study packages from at least two plays. The units and choices are as follows:

Structure and Plot -- Macbeth
Characterization -- Macbeth (A)
Characterization -- Macbeth (B)
Characterization -- Romeo and Juliet
Characterization -- Othello
Imagery and Symbolism -- Macbeth (A)
Imagery and Symbolism -- Macbeth (B)
Imagery and Symbolism -- King Lear
Imagery and Symbolism -- Hamlet
Theme -- Hamlet
Theme -- King Lear

The second plan is to give emphasis to the play as a whole. Within this plan, it is suggested that a student study at least two plays. The choices are Macbeth, Romeo and Juliet, Hamlet, King Lear.

The third plan is to select one play that you will study as a whole and then to select a package or two from the first plan.

With each package there is a suggested time for completion of the work. It is possible, however, that more or less time may be required. See your advisor and such time adjustments may be arranged. It is also possible that individuals or groups may read fewer or more plays. See your advisor about such arrangements.

Your evaluation will consist of the quality of your seminar participation, the quality of your large-group instruction and seminar notes, the quality of your essays. By the way, your essays should exhibit clarity, coherence, logical development, and correct grammar and mechanics.

It is my sincere wish that your reading and study will be stimulating and rewarding personally as well as academically.

Mary Null

"School District City of Ladue".

l. "Angels are bright still," IV,iii,22.
m. "She has light by her continually." V,i,23.
n. Read carefully ACT V, v, 17-28.
o. "Good things of day begin to droop and drowse." III,ii,52. Would you say that this line is the motto of the play. Defend your response.

2. Discuss the scenes and/or quotations which refer to the witches.
   (a) Comment on how the witches set the mood and atmosphere of the play. I,i
   (b) Why the Graymalkin? the Paddock? I,i
   (c) Interpret "Fair is foul and foul is fair." Is this the keynote of the play? Explain.
   (d) Read carefully Act I, iii, 1-89. What purpose do the witches serve? Any symbolism? Any imagery?
   (e) How does scene v of Act III contribute to the mood and atmosphere?
   (f) Read carefully Act IV, i, 1-134.
      (1) Note the repulsiveness of the ingredients of the witches' brew.
      (2) Why does Hecate throw contrasting ingredients into the
      (3) Why the demanding attitude of Macbeth?
      (4) What purpose do the apparitions serve? What do they symbolize
   (g) What conclusions or suggestions do you suggest about the witches? Some critics feel that the witches symbolize the evil of the world; other -- the evil within man; others-- destiny, other -- the three fates. Defend your interpretation.

3. Choose one of the following topics for discussion. If your group has time, you may wish to discuss all the topics.
   (a) Trace and interpret the meaning of birds and animals in the play. Some suggestions: the raven, the owl, the falcon, the rook, the crow, wolves, the snake, scorpions, bat. You may wish to give particular attention to the line, "O, full of scorpions is my mind, dear wife." III,ii
   (b) Trace and interpret the meaning of sleep in the play. Does not sleep symbolize different things?
   (c) Discuss the symbolism of the ghost in III,iv.
   (d) Discuss the symbolism of the apparitions in IV.

E. Write an essay of approximately five hundred words supporting a thesis that you formulate as a result of your study of imagery and symbolism in Macbeth.

IV. Depth:

If you wish to pursue an in-depth study, see your advisor about the subject or approach you wish to use.

Some suggestions for in-depth study:

A. A Study of the Imagery of Clothes in Macbeth.
B. The Universality of Shakespeare's Images and Symbols
C. Witches and Witchcraft in Literature

V. Quest: See your advisor.

VI: Evaluation:

When you complete your work in this package, set up a conference with your advisor during which you and your advisor will evaluate your work. Items for evaluation are the following:

A. You may take an objective test (matching and multiple-choice) on imagery and symbolism in Macbeth.

or

You may present an oral or written interpretation of significant lines and/or passages relating to imagery and symbolism in Macbeth.

B. A review of your seminar notes.
C. The quality of your essay.

VII. Sources of Information:

A. A Handbook to Literature, Thrall and Hibbard
B. Literary Symbolism, Beebe
C. Macbeth - a recording
D. Macbeth -- a filmstrip
E. Shakespearean Atmosphere -- a tape
F. Symbolism in Literature -- a film.

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